

<b>Module Title:</b>	Philosophical and Psychological Perspectives on Learning in the Early Years
<b>Module Code:</b>	BAEY06I/BAEY26I
<b>Level:</b>	5
<b>Credits:</b>	15
<b>Pre-requisites:</b>	Successful completion of the Introduction to Early Years Care and Education: Integrated Practice Module.

**Module Description:**

This module looks at the theoretical perspectives behind the different approaches to learning and teaching in the early years settings that they will have observed in their first year of study. Students will be introduced to major theories of learning and knowledge, and will explore the interrelation of theory and practice. They will be encouraged to think about the relationship between the individual, their learning styles, and the model of knowledge construction used in particular settings. This will also give students the opportunity to consider concepts of lifelong learning and metacognition in considering their own developing learning and skills. Thus this module will also support the student's ongoing personal development by asking them to reflect on their own learning.

**Indicative Content:**

- Different philosophies and views of learning including: Steiner , Pestalozzi , The Penn Green Approach.
- Different psychological perspectives on learning and development including: Post-Piagetian studies , Modern behaviourism, Evolutionary psychology, Neo-Freudian approaches.
- Exploration of learning and its purpose
- The value of learning to self and society
- Experiential learning
- Reflective learning
- Analysis of learning styles and consideration of the usefulness of such analysis
- Reflection on the links between theory and practice in their practical placements
- Personal lifelong learning to support development.

**Learning and Teaching Methods:**

Interactive lectures will take the form of tutor-led taught elements, and individual and group work on related activities. Students will be required to conduct their own investigations making use of their reflective journals and a range of texts and resources.

## **Specific Learning Resources**

### **Bibliography**

#### Highly recommended

- Bradbury, H., Frost, N., Kilminster, S. and Zukas, M. (2010) [\*Beyond reflective practice: new approaches to professional lifelong learning\*](#), Abingdon: Routledge
- Davies, I., Gregory, I. and McGuinn, N. (2002) [\*Key Debates in Education\*](#), London: Continuum
- Illeris, K. (2009) [\*Contemporary Theories of Learning: learning theorists in their own words\*](#), Abingdon: Routledge
- Jarvis, M. and Chandler, E. (2001) [\*Angles on Child Psychology\*](#), Cheltenham: Nelson Thornes
- McKeough A. and Lupart, J.L. (eds) (1991) *Towards the Practice of Theory-based Instruction*, London: Routledge
- Moon, J. (2004) [\*A Handbook of Reflective and Experiential Learning: theory and practice\*](#), London: RoutledgeFalmer
- Nutbrown, C., Clough, P. and Selbie, P. (2014) [\*Early Childhood Education: history, philosophy and experience\*](#), 2nd edition, London: Sage
- Pound, L. (2014) [\*How Children Learn: educational theories and approaches - from Comenius the father of modern education to giants such as Piaget, Vygotsky and Malaguzzi\*](#), London: Practical Pre-School
- Pritchard, A. (2014) [\*Ways of Learning: learning theories and learning styles in the classroom\*](#), 3rd edition, Abingdon: Routledge
- Smidt, S. (2013) [\*The Developing Child in the 21st Century: a global perspective on child development\*](#), 2nd edition, Abingdon: Routledge

#### Recommended

- Ahmed, P.K., Kok, L.K. and Loh, A.Y.E. (2002) [\*Learning Through Knowledge Management\*](#), Oxford: Butterworth-Heinemann
- Baker, A.C., Jensen, P.J. and Kolb, D.A. (2002) [\*Conversational Learning: an experiential approach to knowledge creation\*](#), Westport: Quorum
- Brain, C. and Mukherji, P. (2005) [\*Understanding Child Psychology\*](#), Cheltenham: Nelson Thornes
- Kamen, T. (2000) [\*Psychology for Childhood Studies\*](#), London: Hodder and Stoughton
- Liebschner, J. (2001) [\*A Child's Work: freedom and guidance in Froebel's educational theory and practice\*](#), Cambridge: Lutterworth Press
- Ogden, J. (2007) [\*Health Psychology\*](#), 4th edition, Maidenhead: Open University Press
- Whitebread, D. (2012) [\*Developmental Psychology and Early Childhood Education: a guide for students and practitioners\*](#), London: Sage

## **Module Learning Outcomes**

### **Subject Specific Learning Outcomes**

*On successful completion of this module you will be able to:*

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<b>LO 1</b>	Debate the nature of knowledge and the nature of learning and their interdependence
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## Module Specifications: School of Health & Social Sciences

<b>LO 2</b>	Evaluate a number of different philosophies and theories of learning in relation to children in their early years.
<b>LO 3</b>	Analyse different ways of learning and evaluate their use in constructing knowledge
<b>LO 4</b>	Reflect on their own learning styles and how these have contributed to their own learning journey so far.

### Assessment Title or element

Written assignment: 3,000 words in the form of patchwork text\*

The key feature of the patch work text assignment is that it consists of a carefully structured series of short pieces of writing, carried out at regular intervals throughout the semester. They may include, for example, a critique of an article, a set of notes on a lecture together with a commentary, detailed and analytical accounts of personal experiences such as an observation of a child in the placement setting, or a poster representation of the relationship between key ideas.

Each piece of writing or patch is shared with other students in small working groups of four or five, as the tutor circulates between the groups, noting the discussions.

When the teaching sessions are completed, students submit an overall assignment consisting of their collection of short pieces (edited and perhaps amended) together with a final retrospective commentary. In this they review the relationship between the separate pieces and describe where they feel they now stand in relation to the ideas of the course. In this way they "stitch the patches together".

\* All module assessment requires demonstration that the learning outcomes for this module have been achieved.

*Information correct at point of publication.*